

Pupil premium strategy statement – All Saints’ CofE VA Primary School

This statement details our school’s use of pupil premium funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	194
Proportion (%) of pupil premium eligible pupils	35%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	24-25 25-26 27-28
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	Samantha Moseley
Pupil premium lead	Samantha Moseley/Sarah Gorton
Governor / Trustee lead	Geoff Pearson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£95710
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£12017
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£107727

Part A: Pupil premium strategy plan

Statement of intent

At All Saints' CofE Primary School, we encourage everyone to become caring resilient and reflective learners to prepare for an ever-changing world. We never give up on people. Never stop trusting. Never lose hope and never quit. This vision drives our disadvantaged strategy and is integral to the wider priorities and plans for the school.

Our intention is that all pupils, irrespective of their background or the challenges they face, have the same opportunities to progress in life. This includes academically, socially, emotionally and spiritually. We promise to install a sense of pride and purpose in our pupils. We endeavour to encourage and educate them about their life choices and the importance of high aspiration.

We recognise the importance of the school context when making decisions about Pupil Premium and consider the challenges faced by vulnerable pupils. Common barriers to learning for disadvantaged children can be: less support at home, weak language and communication skills, lack of confidence and attendance/punctuality issues. There has also been an increase in mental health needs for both parents and pupils. Pupils who begin their educational journey in Reception are not as "school ready" as pupils who are not disadvantaged. Evidence also shows that pupils from a disadvantaged background are less likely to experience activities outside of school. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no "one size fits all". The approach we have outlined in this statement is also intended to support our pupils' needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage.

In order to achieve our objectives and overcome barriers, we will:

- ensure that teaching and learning opportunities meet the needs of all the pupils
- ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of disadvantaged pupils are adequately assessed and addressed
- ensure that challenges to learning are identified and mitigated
- provide high quality teaching for all pupils
- provide opportunities that socially disadvantaged pupils may not have access to outside of school

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Internal and external (where available) assessments indicate that combined attainment among disadvantaged pupils is significantly below that of non disadvantaged pupils
2	Upon joining our school many of our pupils are assessed as not being 'school ready'. This may be due to parents not fully understanding their role in supporting pre-school development. As a result, the social and emotional skills and ability to self-regulate of many of our EYFS and year 1 pupils are not age appropriate. This means pupil's attention skills, ability to focus and independence with learning is lower than age related expectations. Phonics knowledge and skills are below age related expectations which is having an impact on progress in reading and writing. Fine and gross motor skills are also underdeveloped which is impacting on writing development.
3	Our attendance and punctuality data indicates that attendance among disadvantaged pupils is often lower than for non-disadvantaged pupils. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.
4	Discussions with pupils indicate that many of our disadvantaged pupils have limited opportunities for first-hand experience of activities within and beyond Harwich. This limits the acquisition of vocabulary, knowledge and understanding of the wider world and narrows aspirations. The self-confidence, resilience and of pupils from disadvantaged groups are generally lower than those from non disadvantaged groups.
5	There is a significant percentage of pupils from disadvantaged groups with speech, language and communication needs across the school. This means that their understanding of key vocabulary and spoken language can be limited which impacts on the development of reading and writing skills and lowers confidence with new concepts and solving written problems in maths.
6	The engagement of parents of children in disadvantaged groups has improved though remains inconsistent across the school. This means that there can be a mis-match of values and expectations between home and school which lowers pupil motivation and impacts progress and attainment.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Improve the attainment of PP pupils and decrease the gap between PP & non -PPG pupils, in published data	- The average gap between PP and non-PPG to reduce from 29% to 15% in published data.

Improve the development and learning of pupils in Reception and Year 1	<ul style="list-style-type: none"> - Increase the percentage of PPG pupils achieving the expected standard at the end of Reception and Yr 1 to 75%.
Improve the attendance and punctuality of PP pupils and decrease the gap between PP & non-PPG pupils.	<ul style="list-style-type: none"> - The attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced to 1.5% or less - Gap between % of PA PPG/non-PPG reduces to 10%
Achieve and sustain improved pupil self-confidence, resilience and aspirations.	<ul style="list-style-type: none"> - Increase the number of PP pupils attending clubs. - My Happy Mind data shows increased wellbeing and happiness. - Data shows an increase in resilience
Improve speech, language, communication skills and vocabulary among disadvantaged pupils.	<ul style="list-style-type: none"> - 75% of PPG pupils accessing language link are assessed at being at expected and sustain it
Continue to build and maintain relationships with parents/carers of pupils from disadvantaged groups to support pupil engagement with learning and improve outcomes.	<ul style="list-style-type: none"> - At least 50% of PP parents to attend workshops. - Parent and pupil surveys show that parents are engaged and supportive in their learning at home.

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 7200

Activity	Evidence that supports this approach	Challenge number(s) addressed
Partnership led CPD for subject co-ordinators.	<p>Subject Leaders are crucial to a school's success through their role in securing and sustaining improvement in each area of the curriculum. They offer the leadership, expertise and enthusiasm critical to providing effective learning opportunities for pupils.</p> <p>The Importance of Strong Subject Leadership</p> <p>Evidence shows that in addition to what schools implement, how these</p>	1

	<p>approaches are implemented are what makes them effective.</p> <p>Education Endowment Foundation - Implementation</p>	
<p>Subject co-ordinators to receive dedicated time to research and implement strategies to improve outcomes in their areas</p>	<p>Subject Leaders are crucial to a school's success through their role in securing and sustaining improvement in each area of the curriculum. They offer the leadership, expertise and enthusiasm critical to providing effective learning opportunities for pupils.</p> <p>The Importance of Strong Subject Leadership</p> <p>Evidence shows that in addition to what schools implement, how these approaches are implemented are what makes them effective.</p> <p>Education Endowment Foundation - Implementation</p>	1,4
<p>Improved access to technology to support teaching and learning:</p> <ul style="list-style-type: none"> • To give purpose and understanding around activities set. • Removing barriers by recording in a variety of different ways. 	<p>Technology has the potential to increase the quality and quantity of practice that pupils undertake, both inside and outside of the classroom.</p> <p>Education Endowment Foundation - Using Digital Technology to Improve Learning</p>	1,5
<p>Online books linked to phonics program to be purchased, ensuring greater access to text at home.</p>	<p>Evidence shows that engagement with reading is a strong indicator of future attainment and is also a mediator of disadvantage.</p> <p>DFE Reading Framework July 2021</p> <p>Evidence shows that it is important to identify the appropriate level of text difficulty, to provide appropriate context to practice the skills, desire to engage with the text and enough challenge to improve reading comprehension.</p> <p>Education Endowment Foundation - Reading Comprehension Strategies</p>	1
<p>Member of staff to be trained up to deliver Forest School sessions</p>	<p>The Natural Connections project provides strong evidence that learning outdoors has multiple benefits for school children. 92 per cent of teachers surveyed said that pupils were more engaged with learning when outdoors</p>	1,3,4

	<p>and 85 per cent saw a positive impact on their behaviour.</p> <p>Gov.uk - Children motivated to learn when outside</p> <p>Why Choose to Learn Outside?</p>	
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £ 54,083

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Targeted intervention programmes to support those children who have gaps in their learning that cannot be filled by QFT alone</p>	<p>Evidence suggests that one to one and small group tutoring is one of the most effective ways to help children make rapid progress by closing gaps in their learning:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	1, 4, 5
<p>Children's speech language and communication level assessed upon entry to EYFS using WELCOMM and Language Link</p> <p>Dedicated speech and language LSA</p> <p>CPD through Communication Setting training</p>	<p>There is a strong evidence base that suggests oral language interventions, are inexpensive to implement with high impacts on reading</p> <p>Education Endowment Foundation - Oral Language Interventions</p>	1, 5

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 46444

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Pastoral Support Co-ordinator to support attendance, behaviour, safeguarding and social and emotional difficulties of pupils and parents/carers.</p>	<p>Education Endowment Foundation - Social and Emotional Learning</p> <p>Addressing Educational Disadvantage In Schools and Colleges: The Essex Way Edited by Marc Rowland ISBN 978-1-913622-45-9</p>	<p>1, 2, 3, 6</p>
<p>Pupils to experience enrichment activities and events.</p> <p>Provision of funding to subsidise cost and facilitate involvement of disadvantaged children in additional activities such as clubs, trips and other enrichment opportunities</p>	<p>‘Leaders adopt or construct a curriculum that is ambitious and designed to give learners, particularly the most disadvantaged, the knowledge and cultural capital they need to succeed in life.’</p> <p>OFSTED Education Inspection Framework Overview of research 2019</p> <p>Addressing Educational Disadvantage In Schools and Colleges: The Essex Way Edited by Marc Rowland ISBN 978-1-913622-45-9</p>	<p>1,3,4, 5</p>
<p>To ensure children are ready to learn at the start of the school day and supported to meet the high expectations of the school through their attire, punctuality and behaviour.</p>	<p>Research evidence shows that whilst wearing a uniform is not, on its own, likely to improve learning, but can be successfully incorporated into a broader school improvement process which includes the development of a school ethos and the improvement of behaviour and discipline</p> <p>School Uniform</p> <p>Research evidence shows that offering pupils in primary schools a free and nutritious meal before school can boost their reading, writing and maths attainment.</p> <p>Breakfast Programme</p>	<p>1, 2, 3, 4, 6</p>
<p>Record and evaluate behaviour incidents</p>	<p>Research evidence shows that it is effective to use simple approaches as part of your regular routine. School leaders should ensure the</p>	<p>1,3, 4, 5</p>

	<p>school behaviour policy is clear and consistently applied</p> <p>Education Endowment Foundation: Improving Behaviour in School</p>	
<p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice.</p> <p>Supporting parents, when their own mental health is a barrier to their child's attendance</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p>Improving School Attendance</p> <p>Education Endowment Foundation - Attendance Interventions</p>	1, 3, 6
<p>Use a trained therapist to support children with mental health needs.</p>	<p>Research evidence shows that education and health are closely linked. Promoting the health and wellbeing of pupils and students within schools and colleges has the potential to improve their educational outcomes and their health and wellbeing outcomes.</p> <p>The link between pupil health and wellbeing and attainment</p>	4
<p>To engage and aid parents in supporting their children.</p> <ul style="list-style-type: none"> - School ready workshops - Supporting parental mental health - Understanding the curriculum workshops 	<p>Parents play a crucial role in supporting their children's learning, and levels of parental engagement are consistently associated with better academic outcomes.</p> <p>Working with parents to support children's learning</p>	2, 6

Total budgeted cost: £ 107754

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Published data 23-24:

- 44% PPG achieved combined compared to 66% non-PPG
- 56% PPG achieved ARE in maths compared to 83% non-PPG
- 56% PPG achieved ARE in reading compared to 72% non-PPG
- 67% PPG achieved ARE in writing compared to 72% non-PPG
- 78% PPG achieved ARE in GPS compared to 72% non-PPG
- MTC: 0% PPG achieved full marks compared to 63% non-PPG
- Phonics: 60% PPG achieved the required standard in phonics compared to 92% of non-PPG
- GLD: 25% of PPG achieved GLD compared to 94% of non-PPG

Pastoral:

- 67% of behaviour incidents (D & E) involved PPG pupils as the perpetrator
- On average 33% of our A, B, C incidents involved PPG pupils which is proportionate to our PPG percentage
- 33% of our “cause for concern” incidents involved PPG pupils which is proportionate to our PPG percentage
- PPG attendance is 90.7% compared to non-PPG which is 95.2%
- 29% of PPG pupils were PA compared to 10% non-PPG.

Intended outcomes from PP Strategy 21-24

- **Improved oral language skills and vocabulary among disadvantaged pupils.** We have tried different approaches to this throughout the three years. In the last academic year, we introduced a speech and language TA, following published evidence. This has been successful for individual pupils and we are now looking at widening the number of pupils who are able to access this and track progress over time.
- **Improved reading attainment among disadvantaged pupils.** – There was a 16% increase in PPG pupils achieving ARE in reading between 2022-2024. Using an average over the last two academic years, 64% of PPG pupils achieved ARE in reading. This is in line with our intended outcome.
- **Improved maths attainment for disadvantaged pupils at the end of KS2.** There was a 13% increase in PPG pupils achieving ARE in maths between 2023-2024. Using an average over the last three academic years, 53% of PPG pupils achieved ARE in maths. This is lower than our intended outcome.
- **Improved writing attainment for disadvantaged pupils at the end of KS2.**

There was a 7% increase in PPG pupils achieving ARE in writing between 2022-2024. Using an average over the last three academic years, 62% of PPG pupils achieved ARE in writing. This is slightly lower than our intended outcome.

- **To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.** Identified PPG pupils have received support with their mental health. This will continue, however, recent analysis is showing that parental mental health is also impacting on pupils. This will be a focus in the new strategy.
- **To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.** There was a 6% decrease in PA PPG pupils between 2022-2024. Using an average over the last three academic years, 27% of PPG pupils were persistently absent. This is higher than our intended outcome. The average gap in attendance between PPG and non-PPG was 3.95%. This is higher than our intended outcome.
- **Disadvantaged children will have access to wider experiences within and beyond the curriculum and develop high aspirations.** Children have been exposed to wider experiences. Our next step is selecting our experiences to link to educational progress.